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EASTIN RELEASES ADDITIONAL STAR 2000 TEST RESULTS

SACRAMENTO--“California students who are proficient in English continue to score above the national average in almost all subjects and grade levels,” State Superintendent of Public Instruction Delaine Eastin announced today when she released statewide scores for student subgroups for the 2000 Standardized Testing and Reporting (STAR) program. The new data released is based on the subgroup information from the Stanford Achievement Test, Ninth Edition, Form T (SAT 9).

“The statewide results--released in mid-July--did not provide a complete picture of how well our students fare as compared with those of other states,” said Eastin. “By disaggregating the STAR data, we can see how well various student populations are achieving academically. In addition, California’s results are more comparable nationwide when shown this way. The numbers suggest that students who are proficient in English are more likely to be either at or above the national average in almost every grade and category.”

This is the third year for the STAR program, which requires all students in grades 2 through 11 to be tested each spring in English using a nationally normed test of basic academic skills. Students were tested in reading, written expression, spelling, and mathematics, in grades 2 through 8; and in reading, writing, mathematics, history-social science, and science, in grades 9 through 11.

The law requires that, in addition to STAR results for all students, totals must also be released for pupils in these subgroups: limited-English-proficient (LEP) and non-LEP, female and male, economically disadvantaged and non-economically disadvantaged, and special education and non-special education.

The STAR 2000 subgroup reports are posted on the California Department of Education’s (CDE) Web site at <<http://star.cde.ca.gov>>. They include school, district, county, and statewide results. Subgroup reports are also posted for the California

MORE...MORE...MORE

Standards Tests that were added to the STAR program in 1999. Results for the Standards Tests cannot be compared nationally.

Eastin noted that about 25 percent of California's students have limited English skills, compared to only 1.8 percent of students used for the national norming sample. All English learners took the SAT 9 test in English, and, as expected, they scored significantly lower than students who are proficient in English.

"Our schools serve a population that is extremely diverse," said Eastin. "Children from over 80 different language groups and cultures enter California's schools each year, and these students possess a wide range of English proficiency. Not surprisingly, the STAR results show that it is difficult for students to do well in academic content areas until they are proficient in English.

"The good news is that results for our English learners, although lower than results for English proficient students, increased in almost all subjects and grade levels. As these gains show, our English language learners are holding their own--this is indeed a positive sign. I commend schools across the state for their efforts to ensure that all students become sufficiently skilled in English to achieve academic success. We must continue to support these efforts by providing better teacher training, standards-aligned instructional materials, and additional support for low achieving students."

Other subgroup data offered few surprises. Results show females scoring generally higher than males, except for science and history/social science; non-economically disadvantaged students higher than economically disadvantaged students; and non-special education students higher than special education students. Results for subgroups listed in 1999 and 2000 showed gains for most subjects and grade levels. The special education category was added this year.

This year's STAR results will be used as the basis for rewarding schools and their staffs for their efforts to improve student performance. More than \$677 million has been allocated for the Governor's Award Programs this year.

For more information, please contact Linda Lownes, consultant with the Standards and Assessment Division of the CDE, at (916) 657-3011.

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Attachments

Statewide Stanford 9 Testing Results

Spring 1999 to Spring 2000 Changes

Percent of Non-Limited English Proficient Students Scoring at or Above the 50th Percentile

Reading				Language				Mathematics				Spelling				Science				Social Science			
Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng
2	56	61	+5	2	58	63	+5	2	57	65	+8	2	52	59	+7	2				2			
3	53	57	+4	3	54	59	+5	3	56	65	+9	3	48	55	+7	3				3			
4	53	56	+3	4	57	61	+4	4	52	60	+8	4	47	52	+5	4				4			
5	53	55	+2	5	57	60	+3	5	53	59	+6	5	51	54	+3	5				5			
6	54	55	+1	6	58	61	+3	6	59	63	+4	6	49	52	+3	6				6			
7	54	55	+1	7	60	63	+3	7	52	55	+3	7	52	55	+3	7				7			
8	57	58	+1	8	57	59	+2	8	52	55	+3	8	42	43	+1	8				8			
9	41	41	0	9	57	59	+2	9	55	57	+2	9			0	9	46	47	+1	9	50	52	+2
10	39	39	0	10	45	46	+1	10	49	50	+1	10			0	10	52	51	-1	10	44	43	-1
11	41	41	0	11	53	54	+1	11	50	51	+1	11			0	11	48	47	-1	11	64	62	-2

Percent of Limited English Proficient Students Scoring at or Above the 50th Percentile

Reading				Language				Mathematics				Spelling				Science				Social Science			
Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng
2	19	25	+6	2	24	29	+5	2	33	40	+7	2	25	32	+7	2				2			
3	12	15	+3	3	19	24	+5	3	28	37	+9	3	21	28	+7	3				3			
4	11	13	+2	4	20	24	+4	4	21	27	+6	4	15	18	+3	4				4			
5	9	10	+1	5	19	22	+3	5	19	24	+5	5	15	19	+4	5				5			
6	9	10	+1	6	18	21	+3	6	22	26	+4	6	14	16	+2	6				6			
7	7	9	+2	7	17	19	+2	7	16	19	+3	7	12	14	+2	7				7			
8	8	9	+1	8	12	14	+2	8	15	17	+2	8	7	8	+1	8				8			
9	3	4	+1	9	15	16	+1	9	19	21	+2	9				9	11	12	+1	9	16	17	+1
10	3	3	0	10	7	7	0	10	20	21	+1	10				10	14	14	0	10	8	8	0
11	4	4	0	11	11	12	+1	11	22	23	+1	11				11	11	11	0	11	26	26	0

Statewide Stanford 9 Testing Results

Spring 1999 to Spring 2000 Changes

Percent of Female Students Scoring at or Above the 50th Percentile

Reading				Language				Mathematics				Spelling				Science				Social Science			
Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng
2	47	52	+5	2	52	56	+4	2	48	55	+7	2	47	53	+6	2				2			
3	43	46	+3	3	48	53	+5	3	48	56	+8	3	44	50	+6	3				3			
4	44	47	+3	4	52	56	+4	4	44	51	+7	4	41	47	+6	4				4			
5	45	46	+1	5	53	56	+3	5	45	51	+6	5	45	48	+3	5				5			
6	46	48	+2	6	55	58	+3	6	51	56	+5	6	45	48	+3	6				6			
7	47	48	+1	7	58	60	+2	7	45	49	+4	7	49	52	+3	7				7			
8	51	52	+1	8	54	56	+2	8	45	48	+3	8	39	41	+2	8				8			
9	37	37	0	9	56	58	+2	9	49	52	+3	9				9	38	39	+1	9	43	44	+1
10	35	36	+1	10	45	47	+2	10	44	46	+2	10				10	44	45	+1	10	36	36	0
11	37	39	+2	11	51	53	+2	11	44	46	+2	11				11	40	41	+1	11	57	56	-1

Percent of Male Students Scoring at or Above the 50th Percentile

Reading				Language				Mathematics				Spelling				Science				Social Science			
Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng
2	42	47	+5	2	43	48	+5	2	51	58	+7	2	40	47	+7	2				2			
3	39	42	+3	3	39	44	+5	3	48	56	+8	3	36	43	+7	3				3			
4	39	42	+3	4	41	45	+4	4	43	50	+7	4	35	39	+4	4				4			
5	39	41	+2	5	42	45	+3	5	44	50	+6	5	39	42	+3	5				5			
6	42	43	+1	6	44	46	+2	6	49	54	+5	6	37	40	+3	6				6			
7	42	44	+2	7	45	48	+3	7	44	47	+3	7	40	42	+2	7				7			
8	44	46	+2	8	43	45	+2	8	45	48	+3	8	31	33	+2	8				8			
9	32	33	+1	9	43	46	+3	9	48	51	+3	9				9	41	43	+2	9	45	47	+2
10	30	31	+1	10	32	34	+2	10	44	46	+2	10				10	46	47	+1	10	39	39	0
11	33	34	+1	11	42	44	+2	11	46	49	+3	11				11	44	44	0	11	58	58	0

Statewide Stanford 9 Testing Results

Spring 1999 to Spring 2000 Changes

Percent of Non-Economically Disadvantaged Students Scoring at or Above the 50th Percentile

Reading				Language				Mathematics				Spelling				Science				Social Science			
Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng
2	59	70	+11	2	61	72	+11	2	61	73	+12	2	55	66	+11	2				2			
3	56	66	+10	3	57	69	+12	3	60	74	+14	3	51	61	+10	3				3			
4	56	66	+10	4	60	70	+10	4	56	69	+13	4	50	60	+10	4				4			
5	57	64	+7	5	60	69	+9	5	57	68	+11	5	53	61	+8	5				5			
6	57	65	+8	6	61	69	+8	6	62	71	+9	6	51	59	+8	6				6			
7	55	63	+8	7	61	69	+8	7	54	63	+9	7	53	61	+8	7				7			
8	57	64	+7	8	57	64	+7	8	54	61	+7	8	42	48	+6	8				8			
9	40	46	+6	9	55	62	+7	9	54	61	+7	9				9	45	51	+6	9	49	55	+6
10	38	42	+4	10	43	49	+6	10	48	53	+5	10				10	50	54	+4	10	42	46	+4
11	40	44	+4	11	51	56	+5	11	48	54	+6	11				11	46	50	+4	11	61	64	+3

Percent of Economically Disadvantaged Students Scoring at or Above the 50th Percentile

Reading				Language				Mathematics				Spelling				Science				Social Science			
Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng
2	27	33	+6	2	31	36	+5	2	36	43	+7	2	30	37	+7	2				2			
3	22	26	+4	3	26	32	+6	3	33	42	+9	3	27	35	+8	3				3			
4	22	26	+4	4	30	34	+4	4	28	35	+7	4	23	28	+5	4				4			
5	23	24	+1	5	30	33	+3	5	29	34	+5	5	27	30	+3	5				5			
6	24	26	+2	6	33	35	+2	6	33	37	+4	6	26	29	+3	6				6			
7	24	26	+2	7	34	36	+2	7	27	30	+3	7	28	30	+2	7				7			
8	27	28	+1	8	30	32	+2	8	27	29	+2	8	20	21	+1	8				8			
9	15	16	+1	9	31	33	+2	9	32	33	+1	9				9	23	23	0	9	28	29	+1
10	15	15	0	10	21	21	0	10	29	29	0	10				10	28	27	-1	10	21	20	-1
11	17	17	0	11	29	29	0	11	32	31	-1	11				11	24	24	0	11	43	41	-2

Statewide Stanford 9 Testing Results

Spring 1999 to Spring 2000 Changes

Percent of Non-Special Education Students Scoring at or Above the 50th Percentile

Reading				Language				Mathematics				Spelling				Science				Social Science			
Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng
2		51		2		53		2		58		2		51		2				2			
3		45		3		50		3		57		3		48		3				3			
4		46		4		52		4		52		4		44		4				4			
5		45		5		52		5		52		5		47		5				5			
6		48		6		55		6		57		6		47		6				6			
7		48		7		57		7		50		7		49		7				7			
8		51		8		53		8		50		8		39		8				8			
9		37		9		54		9		53		9				9		43		9		47	
10		35		10		42		10		48		10				10		48		10		39	
11		38		11		50		11		49		11				11		44		11		59	

Percent of Special Education Students Scoring at or Above the 50th Percentile

Reading				Language				Mathematics				Spelling				Science				Social Science			
Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng	Grade	1999	2000	Chng
2		32		2		36		2		42		2		34		2				2			
3		27		3		30		3		38		3		29		3				3			
4		25		4		28		4		29		4		23		4				4			
5		21		5		23		5		25		5		21		5				5			
6		18		6		20		6		23		6		15		6				6			
7		15		7		18		7		16		7		14		7				7			
8		16		8		15		8		16		8		9		8				8			
9		8		9		13		9		15		9				9		14		9		19	
10		8		10		8		10		13		10				10		16		10		13	
11		8		11		11		11		12		11				11		13		11		25	

STATEWIDE STANFORD 9 TESTING RESULTS
SPRING 1998 TO SPRING 2000 CHANGES
PERCENT OF ALL STUDENTS SCORING AT OR ABOVE THE 50th PERCENTILE

READING				
GRADE	1998	1999	2000	CHANGE
2	40	44	49	+9
3	38	41	44	+6
4	40	41	45	+5
5	41	42	44	+3
6	42	44	46	+4
7	44	44	46	+2
8	46	47	49	+3
9	34	34	35	+1
10	32	33	34	+2
11	36	35	36	+0

LANGUAGE				
GRADE	1998	1999	2000	CHANGE
2	43	47	52	+9
3	38	43	48	+10
4	45	47	51	+6
5	46	47	50	+4
6	47	49	52	+5
7	50	51	54	+4
8	47	49	51	+4
9	48	49	52	+4
10	37	38	40	+3
11	45	47	48	+3

MATHEMATICS				
GRADE	1998	1999	2000	CHANGE
2	43	49	57	+14
3	40	48	56	+16
4	39	44	51	+12
5	41	45	50	+9
6	46	50	55	+9
7	42	45	48	+6
8	42	45	48	+6
9	47	48	51	+4
10	41	44	46	+5
11	43	45	48	+5

SPELLING				
GRADE	1998	1999	2000	CHANGE
2	38	43	50	+12
3	34	40	46	+12
4	35	38	43	+8
5	40	42	45	+5
6	38	41	44	+6
7	43	44	47	+4
8	33	35	37	+4
9				
10				
11				

SCIENCE				
GRADE	1998	1999	2000	CHANGE
2				
3				
4				
5				
6				
7				
8				
9	39	40	41	+2
10	44	45	46	+2
11	41	42	43	+2

SOCIAL SCIENCE				
GRADE	1998	1999	2000	CHANGE
2				
3				
4				
5				
6				
7				
8				
9	44	44	46	+2
10	38	37	38	+0
11	57	57	57	+0

"CHANGE" means the change in percent of students scoring at or above the 50th percentile from 1998 to 2000.